



STRONGER SCHOOLS STRONGER BOSTON

A Plan to Foster Equity, Coherence, and Innovation

BOSTON PUBLIC SCHOOLS
STRATEGIC IMPLEMENTATION PLAN • 2016-2021





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CITY OF BOSTON • MASSACHUSETTS
OFFICE OF THE MAYOR
MARTIN J. WALSH

Dear BPS Community and Friends,

The City of Boston is committed to making sure every student has the potential to succeed in our school system. That means look at ways we can close the opportunity and achievement gaps, build a diverse and capable workforce, and support our teachers and staff in the best ways possible. Our students are outstanding, and we will do everything we can to ensure they thrive in our schools.

We are working to make sure every child has opportunities to succeed at every stage of learning: from early education to high school, and from college to the workforce. I want to thank the Boston School Committee Chairperson Michael O'Neill and the Boston School Committee, Superintendent Tommy Chang, and Boston Public Schools (BPS) leadership for their commitment to this goal. Together, we are creating a comprehensive strategy grounded in values of equity, coherence, and innovation.

Every step we take to move our school system forward must be anchored by equity. We know disparities still exist for our Latino and Black male population, and this will help us continue to create a roadmap to reduce and eliminate these disparities. We've also learned from the ongoing work of the ELL Task Force, the Opportunity and Achievement Gap Task Force, and the SPED PAC about disparities that exist for other groups: in particular, our English Language Learners and Special Needs students. In addition to the work we do to close these gaps, our new strategic plan will take our efforts to the next level. It will give Boston its best shot at disrupting cycles of disadvantage, related to everything from race to gender to socioeconomic status to ability.

And when it comes to providing opportunities in our City for young people, our focus has become more and more about innovation. Boston is a global leader in innovation and technology. We have districts of innovation in the Seaport District, the Fenway, in Downtown Crossing, and in Dudley Square in Roxbury—home to BPS Headquarters. We are spreading innovation to every corner of our City, to reach and benefit all of our residents.

We want BPS to be the nation's premier innovation public school district. We must educate our students for a future where 60% of the best jobs have not yet been invented—a future that is technology-driven and one that faces different challenges than those defined in our lives today. What we need are new ways of working. We need to modernize how we instruct and support students. And we must make sure our schools are equipped to anticipate and adapt to changes along the way.

You are seeing first-hand the good work that BPS is doing, every day, to bring quality education to our students. This is a commitment that we renew ourselves to, every single day and every year. I am proud to be a partner and friend to BPS, and to the thousands of students and families they serve in the City of Boston. I look forward to continuing our important work together this year.

Sincerely,

Martin J. Walsh, Mayor



THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

Dear Boston Public Schools Community,

The Boston School Committee is delighted to support Superintendent Chang's strategic implementation plan for Boston Public Schools, "Stronger Schools; Stronger Boston: A Plan to Foster Equity, Coherence, and Innovation throughout Boston Public Schools." The plan clearly states our shared values, and provides a strong roadmap to achieve our collective goals: increasing rigor, expanding access and equity, and transforming the way we do business by putting students first.

The Superintendent's strategic implementation plan is deeply rooted in the School Committee's "Strategic Vision for the Boston Public Schools," which the Committee unanimously approved in 2015 following a dynamic, 18-month public process. Informed by a series of community-wide conversations with diverse stakeholders, the School Committee identified five aspirational goals that we as a community wish to see realized in the next five years: BPS will graduate all students as life-long learners and engaged global citizens, well-prepared for post-secondary pathways; BPS will be a district of all high-performing schools, eliminating both the opportunity gap and the achievement gap; BPS will recruit, hire, develop, support, and retain highly effective, culturally proficient school and district leaders, teachers, and staff who are held accountable for improving student outcomes; BPS will make effective and equitable use of all available resources; and BPS will strengthen student, family, and community investment to enable student success.

These are ambitious goals, no doubt. In fact, throughout the planning process, we engaged in frank discussions about whether to aim high, or choose modest goals that are more easily attainable. In the end, we concluded that there is too much at stake to settle for anything less than excellence and equity for our students. Our children represent the future of this great city. It is incumbent upon us to get this right.

Shortly after approving the Strategic Vision, the School Committee hired Dr. Tommy Chang to serve as our Superintendent, confident in his ability to make this vision a reality. After a year of listening and learning, Superintendent Chang and his talented leadership team are prepared to implement this plan, using specific milestones and deadlines to easily - and transparently - track the district's progress.

This is an exciting time for BPS. Mayor Walsh, the School Committee, Superintendent Chang, and the entire BPS community are deeply committed to achieving our shared goal: that every Boston student, regardless of color, creed, or socioeconomic status, graduates as a life-long learner, an engaged global citizen, and a courageous 21st century leader. Together, we will increase rigor and expand opportunities so that all students can realize their fullest potential.

Sincerely,

Michael D. O'Neill

Chair, Boston School Committee

Letter from the Superintendent

Dear Boston Public Schools Community,

I am excited to share with you the Strategic Implementation Plan for Boston Public Schools, “Stronger Schools; Stronger Boston: A Plan to Foster Equity, Coherence, and Innovation throughout Boston Public Schools.” I have learned a great deal over the last year about the school district I lead and this incredible city I now call home. As superintendent, I am constantly working with BPS educators on how to provide a high quality public education for all of our students, and I have been fortunate to collaborate with students, parents, teachers, principals, staff, and community partners on ways to ensure that all children excel.

This plan represents a culmination of ideas and thoughtful planning from the Boston School Committee, the BPS leadership team, and the BPS community on how we, together, can implement best practices, build even more effective systems, and best serve our students.

BPS students are the leaders, scholars, entrepreneurs, advocates and innovators of tomorrow. Boston families deserve nothing less than a world-class education system of innovation, with welcoming schools that are working to transform the lives of all our children.

As the first public school system in America, we have a remarkable legacy to celebrate.

To name a few examples of our success:

- Boston Public Schools has a reputation for being one of the most-improved and stable urban school districts in the nation.
- According to the most recent Nation’s Report Card data, Boston Public Schools ranks first or second in 4th-grade and 8th-grade reading and writing when compared to other urban schools.
- Boston Public Schools is rich in racial, cultural, and linguistic diversity. This last spring, BPS graduated 3,347 seniors in the Class of 2016, including 37 valedictorians, 21 of which arrived in this country as immigrants to become the most successful members of their graduating class.
- The Boston School Committee recently approved a new Opportunity and Achievement Gap policy, which is now considered as the key priority throughout the district.

Even with these accomplishments, there is much work to be done. Like other cities across the country, Boston has some serious equity challenges to confront. Our system has not consistently provided authentic, equitable learning opportunities to all students, some of whom we have marginalized. Each and every single one of them deserves to be empowered through education. Our goal remains to develop all students into self-determined, independent learners, able to pursue their aspirations. We can do better, as a city, and as a nation, to deeply engage our students and eliminate the achievement gap. We must confront and address the truths that are success barriers.

For this reason, the Strategic Implementation Plan is well-grounded in values of equity, coherence, and innovation.

- Equity: Eliminating system bias and providing authentic learning opportunities for all students; developing our future leaders into self-determined, independent learners, who are able to pursue their aspirations.
- Coherence: Focusing BPS’ business model on teaching and learning, and building an efficient way to deliver resources to students, families, teachers, and staff.
- Innovation: Building a culture of change; generating new solutions, not just relying on current operational models.

Boston can be the first city in the nation to close the ever-persistent opportunity and achievement gaps. Boston is a world-class city with more than 100 colleges and universities in its backyard. Our community can focus on preparing our children to enter those gates of higher learning. And, as the Baby Boomer generation continues to retire, our city needs a diverse, talented workforce to fill those jobs in the finance, technology, tourism, education, medical, and service industries that drive our local economy. We have a responsibility to create the conditions for success for the BPS community, city, nation, and world.

Our nation is currently grappling with heart-wrenching recent events, centered on race, that have set us into a deep state of reflection as a community. Many of us are troubled, yet still inspired with hope for our country. In the City of Boston, we deeply believe every young person – of every race, culture, religion, and sexual orientation – can reach his or her fullest potential.

I extend my gratitude to Boston Mayor Martin Walsh for his leadership and partnership, Boston School Committee Chairperson Michael O'Neill and the Boston School Committee for their relentless pursuit of equity for all students, and all the phenomenal students, parents, educators, and community partners for their ongoing commitment.

The eyes of the country are on us. I am honored to serve alongside all of you as we continue to work together to lead this nation in educational excellence for all.

Regards,

Tommy Chang, Ed.D.

A handwritten signature in black ink, appearing to read 'Tommy Chang', with a stylized, sweeping flourish extending from the end.

Superintendent

Acknowledgments

I would like to express my deepest appreciation to all of those who have provided their invaluable time, collaborative input, and interminable effort into this process. Thank you to the many partners, stakeholders, colleagues, and friends for your contributions and support. I am especially appreciative of those stakeholders who continue to hold Boston Public Schools and my leadership accountable in the pursuit of equity, coherence and innovation of our young people in this great city.



Building the BPS Strategic Implementation Plan

In Spring 2015, the Boston School Committee approved a Strategic Vision for “where the district should be in five years.” That vision was the product of a planning process that engaged over 200 constituents from across the City of Boston in discussions about recent accomplishments as well as challenges facing the school district. The final document, “Developing a Strategic Vision for the Boston Public Schools”¹ included aspirations, a theory of action, priorities, and measures and laid a strong foundation undergirding the first Strategic Implementation Plan developed by Superintendent Tommy Chang and his team.

During the 2015-2016 academic year, Superintendent Chang and his leadership team developed a Strategic Implementation Plan that draws upon the Strategic Vision of the Boston Public Schools as well as the work of his Transition Team (April-June 2015) and the Boston Public Schools during the past academic year (July 2015-June 2016). This work included:

1 Seeking Additional Community Input and Defining Initial Projects Through the 100-Day Plan Process

Between May and December, 2015, we conducted meetings with 1,500 community members and used their input to define seven projects undertaken in the first 100 days of the school year that furthered our understanding of key challenges and opportunities to begin imagining and planning for innovations to address those challenges within BPS. Those seven projects were focused on Communications, expanding access to Advanced Work Class in elementary school (now known as “Excellence for All”), availability of MassCore coursework in BPS schools, High School Redesign,

Expanded Learning Time, developing a Long-Term Financial Plan, Central Office support to schools, and developing a Performance Meter to track systemwide progress on a set of key performance indicators. Progress reports including early learning from each of these projects were shared at a Boston School Committee Meeting in late January 2016.

2 Surveying and Interviewing Stakeholders

Between January and April, we continued to collect input to inform the drafting of the Strategic Implementation Plan. We surveyed all BPS staff and received input on strengths, challenges, implementation focus areas, and initiatives from nearly 800 staff members. In addition, we interviewed nearly 100 stakeholders to further define strengths, challenges, implementation focus areas, and initiatives. We analyzed stakeholder feedback, third-party reviews, and performance data to define draft implementation focus areas and initiatives.

3 Drafting Implementation Focus Areas and Initiatives

In late April, we shared the proposed five focus areas for discussion and feedback at a Boston School Committee Meeting. Superintendent Chang continued to update the School Committee and the public about the ideas that undergird the Strategic Implementation Plan and our progress in developing a set of initiatives for each of the focus areas. Between April and late June, we refined implementation focus areas and initiatives based on input, and defined milestones, action plans, and resource implications for 2016-17.

We sought to answer six questions:

- 1 WHAT ARE BPS’S BRIGHT SPOTS – STRENGTHS WE CAN BUILD UPON?
- 2 WHAT CHALLENGES DO WE FACE?
- 3 WHAT WORK SHOULD WE PRIORITIZE IN 2016-2017?
- 4 HOW WILL WE ENSURE THAT THE WORK IS EXECUTED WELL?
- 5 WHAT, IF ANY, ARE THE FINANCIAL IMPLICATIONS OF THESE PLANS?
- 6 HOW SHOULD WE MEASURE PROGRESS TOWARD OUR ULTIMATE OUTCOMES AND OUR IMPLEMENTATION FOCUS AREAS?

¹ Core components of the Strategic Vision included in Appendix A

Building the BPS Strategic Implementation Plan Continued

4 Seeking input, finalizing and beginning execution of the Strategic Implementation Plan

At a late June meeting of the Boston School Committee, Superintendent Chang shared a full draft of the Strategic Implementation Plan and announced that we would like to continue to receive feedback about the contents of the plan. We posted the plan on our website and scheduled three community input meetings across the City (in East Boston, Roxbury, and Mattapan) intended to provide opportunities for the input. In mid-July, we provided an update of the feedback we have received and modifications were made to the plan as a result of that input.

5 Aligning and integrating the work of three school committee task forces – The 2016 Opportunity & Achievement Gap Task Force Policy, The English Language Learner Task Force and The Inclusion Task Force – with *Stronger Schools; Stronger Boston: A Plan to Foster Equity, Coherence, and Innovation. The Boston Public Schools Strategic Implementation Plan, 2016-2021.*

One of the outcomes of the July input sessions was a decision to align and integrate the work of the three School Committee Task Forces with and into the Strategic Implementation Plan. The collaborative alignment work will take place over the next three to five months and will yield one unified implementation plan that will reflect and guide the work of the Boston Public Schools. Regular updates of the work to consolidate the planning described in these important documents into one implementation plan will be posted on our website.

6 Continuing to develop expectations for the work to be accomplished over the next five years, while creating and vetting detailed milestones year-by-year.

As mentioned earlier, milestones were set for the 2016-2017 academic year. We will develop longer-term implementation plans and expected outcomes for each initiative over the course of this year. We will also continue to create yearly detailed milestones and seek regular and broad community input on implementation focus areas and initiatives.

There will be two formal updates to the Boston School Committee throughout the upcoming year and the Boston City Council plans to schedule a hearing that will provide additional input as well. We encourage citywide discussion about what will need to happen over the next two to five years to ensure full implementation of the initiatives and significant progress on the work of all of the focus areas in the Strategic Implementation Plan. For these reasons, Superintendent Chang has described the plan as “a living document.”



Bright Spots

BPS HAS SEVERAL CORE STRENGTHS THAT HAVE EMERGED FROM PERFORMANCE DATA, STAKEHOLDER FEEDBACK, AND THIRD-PARTY REVIEWS

BPS has sustained student performance gains in some areas.

Over the past decade, BPS has closed the gap with the national average on the National Assessment of Educational Progress's 4th grade reading scaled scores by 80%. At this time, BPS no longer has a statistically significant gap in 4th grade reading from the national average.

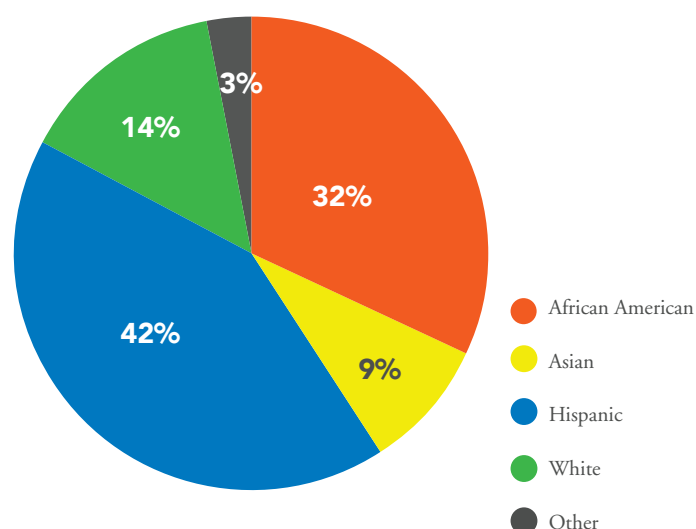
Individual schools, including the Burke and Orchard Gardens, have entered into the State's Level 4 (Turnaround) Status and have improved significantly enough to exit that status. Additionally, the Burke was the first high school in the State of Massachusetts to exit Level 4 status.

Significant as these accomplishments are, there remains a lot of work to do to ensure that all students receive a high quality education each day of every year they are part of the Boston Public Schools.

BPS's student body is exceptionally diverse, and the system is diligently working to diversify its staff.

Workforce diversity and teacher effectiveness drive all human capital efforts across the district, including efforts to develop strong local pipelines to prepare teachers to work in our schools and to recruit, retain and support continuous professional growth for our teachers and administrators.

RACIAL & ETHNIC COMPOSITION OF BPS STUDENTS, 2015-2016



BPS's early childhood programs are widely accessible and proven to improve student outcomes.

One common way that the impact of early childhood programs on student learning is measured is to look at how well students who participate in these programs do on standardized testing (no matter when the testing occurs). Our data on this point are compelling: overall, third grade students who attended BPS early childhood programs scored 11 points higher on their first state standardized test than those who had not attended. And, it is important to note that there was an impact for every subgroup (socio-economic, racial, and ethnic) examined.

Over 90 percent of BPS parents report engagement in their children's learning.

BPS schools, students and staff are supported by local and national partners and by parents.

School-level partnerships exist that support efforts to build college and career readiness, physical health and wellness, and family engagement.

A majority of BPS teachers appreciate the coaching and professional development they receive and they are eager to learn and improve.

In a recent survey of teachers in BPS, over 70 percent agreed or strongly agreed with the following statement: "My school is committed to improving my instructional practice." Also, 75 percent agreed or strongly agreed with the following statement: "In the past six months, I have learned new skills that I was able to immediately use in my own classroom."²

² Data reported are from the Insight Teacher Perception Survey

Challenges

SEVERAL CORE CHALLENGES HAVE EMERGED FROM PERFORMANCE DATA, STAKEHOLDER FEEDBACK, AND THIRD-PARTY REVIEWS

Students are not on track to be college- and career-ready, and significant achievement gaps persist.

Only 39% of BPS 3rd-8th graders met or exceeded expectations on the 2015 PARC.

The gap between the performance of Black and Hispanic BPS students and their White peers has grown over the past 12 years.

Teachers and principals lack the support they need to implement rigorous academic standards.

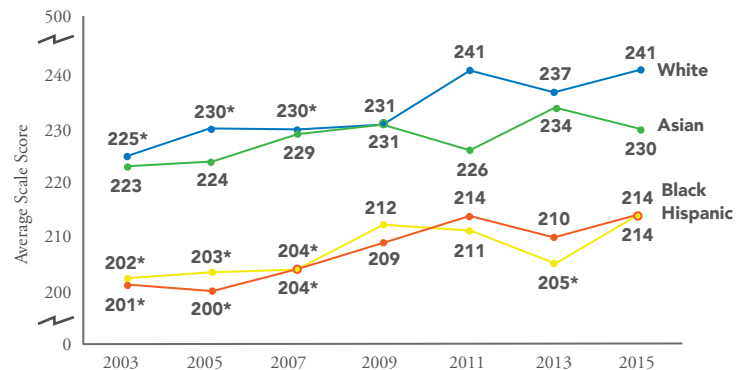
Over half of the teachers surveyed in the Insight Survey of Teachers (Winter, 2016) indicated that they would like more feedback about their teaching and more effective professional development. In particular, close to half indicated that they do not have professional development opportunities at their school that include demonstrations (either live or in video) of what effective teaching of rigorous content looks like in practice. (Insight Survey of Teachers, Winter, 2016)

While families want greater engagement and support, they experience barriers to engagement at their children's schools.

Data from the SY 2014-15 BPS Climate Surveys of Parents indicated that for a majority of parents, there are significant barriers to greater engagement with a child's school.

There is a structural financial deficit and no long-term plan to address the root causes.

Grade 4 Reading by Race / Ethnicity
Average Scale Scores: 2003-2015



Note: The NAEP Reading scale ranges from 0-500

*Significantly different ($P < .05$) from 2015

These include: transportation, the location of a child's school, child care and/or caring for other family members, lack of time and/or energy, and/or previous negative experience(s) the parent/guardian has had with the child's school.

Communications and support are not coordinated or service-oriented.

For example, just 17% of principals agree that they fully understand the organizational structure of the central office and know whom they can contact for support.

Overview of the Challenge



REVENUE

BPS enrollment declined by 4.5% between SY 2010/11 and 2015/16.



EXPENSES

Total BPS budget increased by 23.4% (\$192M) over the same period and personnel expenses (salary & benefits) accounted for \$107M of this growth.



TRAJECTORY

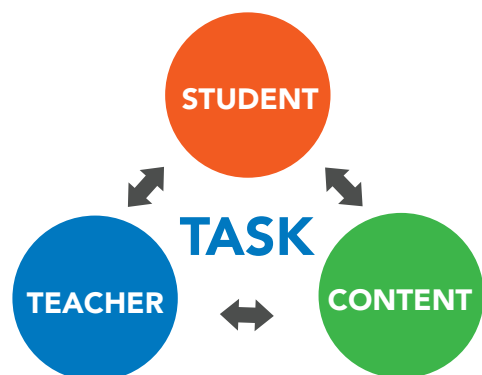
Without rapid implementation of a plan to control costs, structural deficits can be expected to persist each fiscal year.

BPS Instructional Vision & Theory of Action

BPS INSTRUCTIONAL VISION

BPS students are the leaders, scholars, entrepreneurs, advocates, and innovators of tomorrow.

- Students will read widely, think critically, and communicate effectively.
- Educators will create safe and welcoming learning environments that affirm our students' unique cultural and linguistic strengths. They will plan instruction that stimulates interest, presents content in different ways, and provides choices for students to demonstrate their understanding.
- The content will challenge students to apply standards-based knowledge and skills to real-life challenges that are authentic to the discipline.



BPS INSTRUCTIONAL THEORY OF ACTION

Introductory Statement of Belief: As adult learners committed to equity, we must acknowledge, engage in, & continuously reflect systemic & individual biases & their impact on our practices.

If we:

- 1 Invest the entire BPS community in the necessity of this work, including a multi-year trajectory of developing culturally and linguistically sustaining practices.
- 2 Maintain our focus on cognitively demanding tasks (CDTs) and instructional focus (IF), with a specific focus on our students whom we have marginalized.
- 3 Create structures, tools and coaching to help school leaders and teams confront biases and belief systems.
- 4 Analyze and address systemic structures that result in exclusionary practices.
- 5 Provide ongoing professional development and support to create inclusive, welcoming safe schools.
- 6 Create structures, tools and coaching to support disciplinary literacy that ensures universal access for all students.

Then . . .

students will be cognitively and socio-emotionally engaged and be prepared to be the leaders, advocates, entrepreneurs and innovators of tomorrow.



BPS Key Implementation Focus Areas

BPS has identified 5 Implementation Focus Areas for our work. These Implementation Focus Areas build upon the system's new Instructional Vision and Instructional Theory of Action and are intended to further develop the strengths identified throughout the plan development and address core challenges to success that we face in our work.

The Implementation Focus Areas include:

- 1** Implement an inclusive, rigorous, and culturally/linguistically sustaining PK-12 instructional program that serves the development of the whole child.
- 2** Attract, develop, and retain a highly effective instructional team that is responsive to the diverse racial, cultural, and linguistic needs of Boston youth.
- 3** Engage students, families and community organizations as advocates and partners for equity, access, and results for all students.
- 4** Develop and deliver a coordinated system of high-quality support, customer service, and communications centrally and at schools.
- 5** Build a sustainable financial system that invests resources equitably and strategically.

The initiatives that are included in each of the Implementation Focus Areas are included in the summary presented on pp. 13-18.



Focus Area

1

Implement an inclusive, rigorous, and culturally/linguistically sustaining PK-12 instructional program that serves the development of the whole child.

STRATEGIC INITIATIVES

1.1. Provide quality curriculum and instructional guidance, assessments and resources to support instruction that develops literacy, language, and knowledge acquisition across contents and that will be grounded in multi-tiered systems of support, utilizing culturally and linguistically sustaining practices and promoting social-emotional and physical well-being among the diverse students of Boston Public Schools.

While Boston Public Schools empowers teachers, school leaders, and instructional leadership teams to determine which curricular resources to use to support instruction, it also maintains the responsibility to ensure that all students – regardless of classroom or school – have opportunities to master the same college and career-ready standards and that all teachers and school leaders have access to exemplary resources. In order to support consistently high-quality instruction across classrooms and schools, BPS will create and disseminate scopes and sequences for all contents and all grades (PK-12) and publish model unit plans, tasks, formative assessments, and instructional guidance documents.

1.2. Expand, redesign, and enrich ELL programming and services.

Boston Public Schools seeks to improve its ability to support English Language Learners in acquiring English and succeeding academically while also maintaining the asset of students' native language. By building the capacity of the Office of English Language Learners (OELL) and releasing a suite of research-based tools and resources to support students, teachers, school leaders, and families, we will increase the number of opportunities for ELLs to access inclusive and authentic learning opportunities and ensure that they progress at least one English Language Development (ELD) level per year.

1.3. Expand, redesign, and enrich SPED programming and services.

Boston Public Schools currently serves one of the highest percentages of students identified with Special Education needs of any comparably sized urban district in the nation. BPS will ensure that its students with disabilities are properly identified and served with quality in the most inclusive and least restrictive environments possible. The Office of Special Education will continue to expand inclusive practices across the district by creating a collective vision and associated metrics and supports.

BPS will publish new tools and guidance documents and increase the level and quality of outreach to partners and families with a focus on culturally and linguistically diverse families.

1.4. Expand, redesign and enrich programming and services for students of color.

Boston Public Schools' data reveal that students of color, particularly boys, are most impacted by opportunity and achievement gaps. We seek to create programming designed specifically for boys and young men of color to support them in developing both the academic and social-emotional skills needed to disrupt persistent achievement gaps. BPS will design a comprehensive suite of programs and curricula that, collectively, will provide BPS boys of color access to targeted mentoring, instruction, and identity development supports. Beginning with small-scale pilots, BPS will expand these programs over time.

1.5. Expand equitable access to high-quality early education seats.

Boston Public Schools believes that providing equitable access to high-quality pre-kindergarten seats is a key lever in developing the whole child and closing opportunity and achievement gaps. In alignment with this belief, BPS will partner with the city and community-based organizations to expand access to quality pre-kindergarten seats and develop the systems needed to ensure equitable access.

1.6. Pilot, and then expand, the 4th through 6th grade initiative "Excellence for All."

Research and current BPS data analysis have demonstrated that a disproportionate number of Black and Latino students, students with disabilities, and English learners do not have access to rigorous enrichment pathways that exist in BPS, in particular at the 4th grade. Boston Public Schools aims to provide a world-class educational experience to all students with rigorous programming offerings and rich learning experiences that develop the whole child. In service of this aim and equity issue, we will expand access to rigorous learning opportunities by piloting at the 4th grade Excellence for All in 13 BPS schools. This pilot will serve as a learning mechanism for building capacity at the school and districtwide in ensuring rigor and access across BPS schools.

1.7. Expand and deepen access to World Language and Visual and Performing Arts.

The “Every Student Succeeds Act” – the newest iteration of the Elementary and Secondary Education Act – includes the Arts (all disciplines) and World Languages in the definition of a well-rounded education. BPS values the experiences that the Arts and World Language have created for students and would like to explore how this can be expanded for all students. This is also an opportunity for BPS to assess current programming and deepen the implementation of the programs that already exist in BPS to new standards.

1.8. Redesign high schools to support college and career readiness for all students.

It is essential for us to reimagine the high schools of the future for BPS students using design principles to rethink educational offerings, partnerships to support high school students, and other programming. We will build upon ongoing work, such as Success Boston and Advanced Placement initiatives, as well as work that has emerged from new partnerships, such as the first year of our work with Boston Wins’ college access work and our still-developing partnership with GE. Significant data collection, professional development, and redesign exercises will spur changes that will include expanding opportunities for students to have work-based learning opportunities as well as dual enrollment with local institutions of higher education.

1.9. Extend in-school and out-of-school learning time. (Schedule A)

Boston currently has one of the shortest school days in the country, and we would like to provide more time for students to participate in high-quality learning and for teachers to collaborate and plan. We will provide training and support to the 40 remaining Schedule A schools, using teams of administrators, teachers, and parents/guardians from each school to design a school day that meets the needs of its unique population. We will continue to support and learn from Cohort 1 Schedule A ELT schools during this process.

1.10. Extend in-school and out-of-school learning time. (Summer, Rising Scholars, February Institute, and April Acceleration Academy)

BPS will continue expanding access to summer and vacation week learning to support students who need additional time to master core content. Expanded access will include: enhancing current summer learning offerings by integrating programs to serve specific student populations with a holistic, inclusive and coordinated effort; provide a 5-week, full-day summer learning program for selected rising 9th graders; and host a 4-day April Acceleration Academy at more than 20 schools for 3rd through 8th grade students.

1.11. Pilot innovative approaches to personalized learning and scale those that are effective.

Personalized learning prepares students with the knowledge and skill sets to succeed in college and careers, provides students with agency in determining their educational and career paths, sparks students’ curiosity and interests, reflects the ways in which learning takes place in the world today, and meaningfully differentiates learning opportunities for all students. To pilot and scale innovative personalized learning practices, we will create a district-wide vision for personalized learning; recruit, support, and grant flexibilities to participating schools; collaborate with high quality partners to fund, conduct, and learn from pilot projects; and share promising practices across the district.

1.12. Create coherent grade and school configurations to minimize school transitions and ensure high-quality school choices for all students close to their homes.

As a district, we currently support over 20 different grade configurations. Reducing the number of grade configurations will enable us to minimize the number of transitions students make, increase the number of high quality schools, build stronger and predictable pathways pre-K-12, and provide better support for schools. We will build upon the work that our facilities master plan and high school redesign working groups have started, to determine the resources in each community. We will engage communities to identify ideal grade configurations for schools, work with schools and communities to reconfigure grade spans, and redesign learning spaces as needed.

1.13. Support our lowest performing schools to accelerate achievement and prevent or exit underperforming status.

In order to deliver on the district’s values of equity, opportunity, access, and innovation for *all* of Boston’s students, Boston Public Schools must provide strong, collaborative, and cohesive supports to its lowest performing schools. We will develop and expand current district supports to schools that are underperforming (Level 4) and at risk of underperformance (Level 3) by coordinating our technical assistance, investing in high-leverage strategies, and monitoring these schools’ progress.

Focus Area 2

Attract, develop, and retain a highly effective instructional team that is responsive to the diverse racial, cultural, and linguistic needs of Boston youth.

STRATEGIC INITIATIVES

2.1. Strengthen teacher and principal recruitment pipelines to increase effectiveness, diversity, and cultural proficiency.

BPS is committed to hiring a racially, ethnically, culturally, and linguistically diverse group of highly effective and culturally proficient teachers and principals every year. We will develop and expand current district-run teacher pipelines and principal preparation programs and continue to partner with external partners through targeted recruitment and cultivation events and supports.

2.2. Strengthen adult learning in BPS by ensuring that all teachers, school leaders, and instructional leadership teams can access and create differentiated, high-quality professional development in order to effectively implement BPS's instructional vision.

Quality school leadership is an essential lever for sustainable school improvement. As the new instructional vision for BPS is developed and implemented, we will need to build the individual and group capacity of BPS teachers, school leaders, staff and Instructional Leadership Teams – as well as the instructional superintendents who support them – to lead and implement the work in a way that supports the diverse needs of each school. Boston Public Schools will design and offer high quality professional development and job-embedded observation, coaching and feedback support so that school leaders and their instructional leadership teams can gain deeper content knowledge of academic standards, culturally and linguistically sustaining practices, and social-emotional learning and wellness. In addition to ensuring all teachers, school leaders and principal leaders understand and implement a common instructional framework, systems will be developed to enable schools to identify and work deeply on areas of school-based specific need.

2.3. Enhance and calibrate BPS's learning-centered teacher and school leader evaluation systems to increase accuracy and consistency of ratings.

BPS seeks to elevate the performance evaluation process from accountability and compliance-driven to one that is genuinely supportive and focused on quality, consistency, and greater individualization. We will align the diagnosis, feedback, and support for effective teaching and leadership with professional and leadership development opportunities using the data we derive from our data-rich performance management systems.



Focus Area

3

Engage students, community organizations, grass roots and faith-based leadership, legislators, and business and philanthropic advisors as advocates and partners for equity, access and results for all students.

STRATEGIC INITIATIVES

3.1. Implement effective models for engagement, communication, and connection with students and families.

BPS seeks to improve two-way communications with district stakeholders; increase stakeholder voice to inform and improve district and school-based decisions; build public trust; institutionalize engagement as a school and district practice; and create inclusive engagement that embraces and secures historically marginalized voices.

We will:

- 1 Develop a communications strategy and plan to increase the timely flow of information to students, families, and community.
- 2 Implement a model for regular public engagement opportunities to share information and receive feedback from district stakeholders to inform district decisions.
- 3 Develop training modules for School Site Councils, School Parent Councils, families, and students to deepen their understanding of instructional foci.

3.2. Increase equitable access to high-quality partner opportunities for schools and students.

School-community partnerships are abundant in BPS, yet we lack a system for understanding this landscape, the access and opportunities gaps it creates, and accountability for effective school-based partnerships management and quality program standards. We will implement PartnerBPS as the system for the district, schools, students, families, and partners to increase knowledge of and access to school-community partnerships; transform the partnership funding model, identify a menu of high quality partners and provide professional development in order to empower schools to make partnership decisions autonomously and effectively; and pass school-community partnership policies to establish shared understanding of, and accountability for, effective school-based partnerships management and quality program standards.

3.3. Engage external stakeholder leadership in BPS' vision and strategy including grass roots, faith-based, elected officials, and philanthropic leadership.

BPS should be building relationships that foster two-way dialogue between central office and external constituencies. We have an opportunity to share information about complex challenges, barriers, and solutions if we take the time to acknowledge these various stakeholders as ambassadors for BPS. In addition, this initiative should clarify the roles of BPS and the city in nurturing the assets and resources being offered to schools by the private sector. We will continue to establish new relationships, foster existing relationships, and deepen ones that have been longtime engagers. The objective is to have standing convenings where these constituencies can be updated on BPS in a timely fashion and ask probing questions on areas of specificity for their own constituencies and have ample room for dialogue. We will take responsibility for narrowing the focus of several separate initiatives to also “engage” the corporate sector under an umbrella that illustrates the multiple entry points along a continuum. Portions of this initiative will be executed upon in a collaborative fashion between the Chief of Education for the Mayor and the Chief of Staff for BPS.



Focus Area

4

Develop a central support culture focused on customer service and quality execution.

STRATEGIC INITIATIVES

4.1. Build the capacity of central office staff and school site support staff to create safe, collaborative work environments and provide quality services.

As part of our ongoing effort to develop a “culture of we,” we will strengthen our delivery of services and support to students, parents, teachers, and other members of the Boston Public Schools community by creating more collaborative, responsive and mutually respectful work environments in the central office and between the central office and individual schools. We will collaborate to design and develop professional development aimed at improving customer service and communication between school and home, as well as making central office easier to navigate. We will also create new customer service systems and refine existing systems to better serve parents, community members, and schools.

4.2. Ensure that the district’s technological infrastructure provides a comprehensive, interconnected foundation for learning and operations.

Currently, we lack state-of-the-art crucial technological infrastructure, data systems or programming for academics, business operations, facilities, and other operational functions. Basic processes, such as classroom and school-level student and employee attendance-taking, students’ enrollment in and assignment to schools, or tracking of regular operational tasks are not fully automated. We will conduct comprehensive long-term planning and implementation of all technological infrastructure and programs needed to support other initiatives outlined in the Strategic Implementation Plan.

4.3. Restructure the communications office and practices to ensure BPS values & information are embraced, amplified, and easily accessible across central office departments and schools.

The BPS brand values need to be transparent and easily accessible. We believe that what BPS stands for should be evidenced in all of our interactions in departments, schools, classrooms, and the community. We will adopt a coherent set of brand values, establish a culture that transfers to accessible language, and capture this in multiple modalities for the district communications strategy.

4.4. Launch the new School Quality Framework, Performance Meter, and related performance management system.

The School Quality Framework (SQF) provides families with comprehensive and holistic data about BPS schools so they can

make informed choices about the schools that their students attend. The Performance Meter provides additional data transparency. In SY 2016-17 and beyond, we will implement technical systems and a communications plan to effectively inform schools, parents, and the larger BPS community about the SQF and Performance Meter data. We will support the School Quality Working Group as it refines domains, indicators, and the weighting system. We will build tools for the BPS central office and schools to align their specific Instructional Foci and custom priorities/goals to the SQF and Performance Meter goals.

4.5. Improve and streamline the enrollment and assignment process.

We are pursuing this initiative to improve the family experience and reduce barriers to enrolling students in BPS; address public concern about transparency around the school assignment process; reduce family wait time for their school assignment; and monitor and continuously improve equitable access to high quality school for all students. We will develop a communications plan that helps demystify the assignment process; reduce the number of assignment rounds from four to one with subsequent real-time assignments; merge the exam school and special admission school application processes with the regular high school choice process; automate the assignment process to reduce the wait time for school assignments; assess and improve the Home-base assignment policy.

4.6. Improve centrally managed operations services, including safety, food service, and the Office of the Ombudsperson.

We are committed to continuous improvement throughout BPS. We have identified three departments as starting points for this work. The three identified departments are safety, food service, and the Office of the Ombudsperson. (Our Ombudsperson serves as an objective, neutral party tasked with listening, assessing, and assigning complaints within the Boston Public Schools system. The Ombudsperson is a resource for parents, staff, and other members of the BPS community who have concerns related to justice and fair treatment.)

4.7. Design and launch BuildBPS, a 10-year Educational and Facility Master Plan.

BPS is comprised of 128 buildings, totaling more than 11 million square feet, and nearly two-thirds of the school buildings were constructed before World War II. The facility needs for modernization and repair exceed the resources available to address them, so the city and the school district must make difficult decisions every year about how to prioritize competing capital needs. BuildBPS, the Educational and Facilities Master Plan, will provide an equitable and strategic framework for construction and renovation projects in Boston Public Schools (BPS) over the next ten years based on the district’s educational vision for the schools.

Focus Area

5

Build a sustainable financial system that invests resources equitably and strategically.

STRATEGIC INITIATIVES

5.1. Build and implement a long-term sustainable financial plan.

We are pursuing this initiative because it will ultimately improve student outcomes and equity. By taking a multi-year approach to fiscal planning, we unlock the ability to reallocate funds to the places that benefit students most. We will, in partnership with key stakeholders, create a long-term financial plan – a set of recommended changes to make over 3-5 years – and begin implementing those changes.

5.2. Include streamlined, equitable, and transparent projections and weighted student funding systems in the sustainable financial plan.

Projections: Today's enrollment projection process is opaque and confusing for too many school leaders and community members. In addition, while our projections for the overall district are reasonably accurate, we must improve the accuracy of school-by-school projections. This has obvious and important linkages to Weighted Student Funding (WSF), as dollars follow students based on enrollment projections. We will review every aspect of the enrollment projections process in order to achieve these goals. In partnership with the Budget team, the Director of Projections will evaluate and adjust the current methodology used both district-wide and school-by-school. The Budget team and Director of Projections will collaborate on a new process to communicate with schools. Financial Analysts, who are the liaisons for school leaders on financial matters, will become the school leaders' point of contact for projections.

Weighted Student Funding: While we celebrate our nationally recognized progress with WSF, we know we can do even better to increase equity and best support schools in serving all youth. We will refine and adjust WSF for FY18 and beyond.

5.3. Build institutional advancement capacity for long-term investment from external sources.

It is critical that BPS establish a credible approach to local funders and a strategic dialogue with national funders in order to pursue successful implementation of large initiatives being led by the Superintendent during his tenure. We will create an Advancement Office to effectively collaborate with local and national funders.

5.4. Refine BPS's transportation system and policies to maximize efficiencies and focus resources in classrooms.

BPS spends about 10% of its budget on transportation; approximately twice what many comparably sized districts spend and approximately 50% higher than what other comparably sized districts with similarly generous transportation guidelines spend. And while students are on their way to and from school, parents and guardians often do not have visibility into their child's safety and whereabouts. While the Customer Service team has made significant technology infrastructure improvements to help them deliver stellar customer service effectively, there are still scale and efficiency gains to be realized. Through implementing a tap card system district-wide, and supporting the migration of BPS DOT Customer Service from its custom-built workflows onto the city's 311 platform (which will feature a new CRM system that allows for easy dashboarding of still-open critical tasks), the Office of Innovation seeks to support support BPS DOT's strategic priority of realizing cost-savings in FY17 and beyond.



BPS PERFORMANCE METER:

Tracking Systemwide Improvement & Reporting on Implementation of the Plan

One of the 100-Day Plan Projects was to create a Performance Meter available to families, students, and the community. The BPS Performance Meter has been aligned to the School Quality Framework (See Initiative 4.4 on page 17) and to the Measurable Goals in the School Committee's "Developing a Strategic Vision for the Boston Public Schools" (2015), as well as to the BPS Strategic Implementation Plan. The BPS Performance Meter is included in this document as Appendix D (beginning on page 24).

Within the BPS Performance Meter are Key Performance Indicators (KPIs) that will help as we track on-going implementation of the initiatives that are part of the focus areas within the Strategic Implementation Plan.

The BPS Performance Meter will be an important tool to support our schools. In addition, it will be an important part of our work to develop a performance management culture based on regular review of key metrics associated with school improvement. As part of this review, we will present mid-year and end-of-year monitoring reports to the School Committee on our progress in achieving the milestones in the Strategic Implementation Plan.



Appendix A

ADDITIONAL BACKGROUND ON SCHOOL COMMITTEE'S "DEVELOPING A STRATEGIC VISION FOR THE BOSTON PUBLIC SCHOOLS" 2015

ASPIRATIONS

1 Improved student outcomes

BPS will graduate all students as life-long learners and engaged global citizens, well prepared for post-secondary pathways.

2 Improved school quality

BPS will be a district of all high-performing schools, eliminating both the opportunity and the achievement gap.

3 Strong district leaderships/teachers & staff

BPS will recruit, hire, develop, support, and retain highly effective, culturally proficient school and district leaders, teachers, and staff who are held accountable for improving student outcomes.

4 Effective resource allocation

BPS will make effective and equitable use of all available resources.

5 Greater community investment

BPS will strengthen student, family, and community investment to enable student success.

THEORY OF ACTION

If we have effective educators in every classroom and in every school who believe that all students can learn and who are bolstered by culturally-relevant and engaging learning resources; and **if** we respect and value diversity and believe that the entire BPS community is accountable to student learning – **then** we will ensure the conditions for success exist in every school to eliminate achievement and opportunity gaps, and we will realize the vision of a BPS graduate for every student.

Schools are the unit of change for this work. Principals/headmasters and their teams are leaders of this change. The role of central office is to work with schools to provide support, build capacity, develop systems that facilitate organization learning and increase efficiencies, and remove barriers. Through collaborative effort and mutual accountability, we will foster coherence across the district and school goals in our collective obligation to the students we serve.

PRIORITIES & MEASURABLE GOALS

1 BPS will provide rigorous, effective, and engaging curriculum, instruction, and enrichment. Special focus will be given to the following areas: (a) Literacy and numeracy, particularly in the early and transition years, to build a strong foundation for academic success across all subject areas and across all grades and (b) College readiness and/or career preparedness.

Measurable Goals:

- 1 % of students proficient or advanced in 3rd grade Reading
- 2 % of students proficient or advanced in 8th grade Math
- 3 Composite Performance Index (CPI) across grades & subjects
- 4 Median Student Growth Percentile (SGP) across grades and subjects
- 5 Average daily attendance
- 6 4-year unadjusted graduation rate
- 7 % of students enrolled in college within 16 months of graduation
- 8 Average student climate survey response on student engagement and enthusiasm for learning

2 BPS will continue to foster an environment of high expectations combined with targeted interventions and support in order to meet the learning needs of all students.

Measurable Goals:

- 1 Size of Math/ELA/Science proficiency gap between Black and Hispanic students and their White and Asian Peers (across all grades)
- 2 Size of Math/ELA/Science proficiency gap between ELL students and their general education peers (across all grades)
- 3 Size of Math/ELA/Science proficiency gap between Special Education students and their General Education peers (across all grades)
- 4 Median Student Growth Percentile on the ELL Access test for students that are ELD Levels 1, 2, and 3
- 5 % of students enrolled in 8th grade Algebra 1
- 6 % of eligible students enrolled in AP classes

- 7 Average student and teacher climate survey response on whether school demonstrates a culture of high achievement

3 BPS will provide equitable access to quality facilities and highly effective programs.

Measurable Goals:

- 1 Average score on new facilities condition index
- 2 % of families that receive at least one of their top three choices in the student assignment process

4 BPS will implement strategies to ensure every school will have highly effective school leaders, teachers, and staff. The workforce will reflect the rich diversity of the students BPS serves.

Measurable Goals:

- 1 Average student climate survey response on teacher effectiveness
- 2 Teacher retention rate for proficient and exemplary teachers
- 3 Demographics of teachers (% of minority teachers)
- 4 % of teachers that are rated proficient/exemplary and have a median SGP of about 50³
- 5 Demographics of workforce (% of minority staff members)
- 6 Percentage of “proficient or advanced” principals/headmasters based on yearly evaluations

5 BPS will continue to increase school autonomy and support to schools while also strengthening clear systems of accountability for both central office and schools.

Measurable Goals:

- 1 School satisfaction with central office services
- 2 % of school leadership teams that feel they have sufficient autonomy and are empowered to make critical school-based decisions

6 BPS will empower, support, and hold accountable school leaders, teachers, and staff to effectively engage with families, partners, and the community to foster shared responsibility for student achievement.

Measurable Goals:

- 1 Average parent climate survey response on whether school promotes inclusion of all students, families, and community
- 2 Average Family Engagement Index score



³ Metric is under further consideration to ensure data are reliable and representative of full BPS teaching force.

Appendix B

EXECUTING AND TRACKING THE STRATEGIC IMPLEMENTATION PLAN

We are committed to fully implementing the work described in the Strategic Implementation Plan. We will use both process and staffing solutions to help drive strong execution of the Strategic Implementation Plan. We describe four actions intended to support strong execution and tracking of our work.

First, we used existing funding within the Strategy Division to create a new position – Director of Strategic Planning and Grants Development. The director will serve as the project manager for the Strategic Implementation Plan.

Second, in combination with designated representatives from each Division, the Director of Strategic Planning and Grants Development will design and launch a comprehensive process to monitor and report progress and outcomes on the execution of the Strategic Implementation Plan.

Third, each month the Executive Cabinet will convene a Monitoring Review Meeting to address progress in implementing the initiatives and adjustments needed in staffing and/or resource allocations, as well as in strategy or timelines, to successfully achieve the milestones associated with each initiative.

Finally, Superintendent Chang will present mid-year and end-of-year progress monitoring reports to the Boston School Committee.



Appendix C

FINANCIAL IMPLICATIONS OF THE STRATEGIC IMPLEMENTATION PLAN

The initiatives described in this plan will be funded through a combination of the recently approved Fiscal Year 2017 budget and private fundraising. The work done in Fiscal Year 2017 almost certainly will raise questions about areas for possible longer-term investments. Decisions about these longer-term investments will be made in the context of Fiscal Year 2018 planning and our long term financial plan.



Appendix D

THE BPS PERFORMANCE METER

How did the BPS Performance Meter start?

As stated in Value Statement 4 of the Superintendent's 100-Day Plan, one tool to support high quality schools is a strong culture of Performance Management based on regular review of key metrics associated with school improvement. With this value in mind, the Office of Data and Accountability was charged in SY 2015-16 to engage a broad base of stakeholders and key leadership in BPS to create a Performance Meter that would be made available to parents, students, and the community at large.

Over the first 100 days of the past school year, key leadership from the BPS offices of Academics and Professional Learning, Human Capital, Engagement, Information and Instructional Technology, Instructional and Operational Superintendents, and other relevant external partner organizations were convened to scope out an initial set of metrics to be used to track BPS' progress toward its overarching goal that all students achieve at high levels. This steering committee subsequently convened focus groups of school leaders, teachers, and other content experts from BPS to gather feedback on this initial set of metrics and made changes in response to the feedback gathered. The final result is a BPS Performance Meter with 14 Key Performance Indicators (KPI), accompanied by supporting metrics, and aligned to the School Quality Framework. This Performance Meter will help BPS as a system to monitor school progress, identify and differentiate actionable school supports, and ultimately pinpoint system-level barriers that hinder progress toward our overarching goal.

What is the Performance Meter meant to do? What is it not meant to do?

While the BPS Performance Meter was developed in alignment with the School Quality Framework and other existing school accountability systems used in BPS, this new framework was actually designed as a set of measures and metrics that would hold the system itself accountable for making progress toward its overarching goal. The Performance Meter was not designed to hold individual BPS schools accountable for a new set of performance indicators. The School Quality Framework will remain the local accountability system used for this purpose. However, the Performance Meter will be used to measure and indicate whether sufficient coherence exists across interdependent system-level functions in BPS, so as to ensure that the entire system is making progress toward its overarching goal.



What are Key Performance Indicators (KPI)?

The Key Performance Indicators (KPI) listed on the BPS Performance Meter are meant to serve as the core set of measures and metrics that indicate whether we are doing what we say we are going to do and whether this results in measurably improved outcomes for students in BPS. Given the fact that our overarching goal is that ALL students in BPS achieve at high levels, the first two KPIs listed on the BPS Performance Meter are the Achievement and Opportunity gap in English Language Arts/Literacy and Mathematics. It is fundamental and paramount that these KPIs are listed first and foremost, signaling that no matter how much progress we make as a district in improving aggregate achievement, we must show measurable reductions to the achievement gaps observed between specific subgroups of students in BPS in order to achieve our goal that ALL students in BPS achieve at high levels.

Each subsequent KPI has been identified to represent key junctures in students' K – 12 and beyond educational trajectory. KPIs have also been identified to measure progress toward system-level human capital, parent and community engagement, fiscal, customer service, and Strategic Plan implementation goals. A handful of these measures, however, will remain under development in SY 2016-17. Finally, it is worth noting that a number of the KPIs listed on this BPS Performance Meter are relatively summative in nature and, therefore, do not change frequently enough for real time mid-course corrections to be made as a result. For this reason, the Performance Meter steering committee also identified a set of supporting metrics that will be used to provide system leaders with more frequent updates, allowing them to monitor progress toward system-level KPIs and make real-time adjustments. While targets have not been set against these supporting metrics, they will be made publicly available on a Performance Management web portal.

How were Performance Meter KPI targets set?

As observed on the BPS Performance Meter, the Superintendent has set a goal of reducing the achievement and opportunity gap between specific subgroups in ELA and Mathematics (across all grade levels) by 3 points per year over the course of the next three years. Therefore, targets have been set for subsequent KPIs with this strategy in mind. For example, reducing the gap between the proportion of African-American/Black and Hispanic/Latino Kindergarteners meeting benchmark early literacy standards and that of White and Asian Kindergarteners by 3 percentage points per year translates to an improvement in the percentage of all

Kindergarteners meeting benchmark standards of 3 percentage points per year, as well. However, an underlying assumption has been made that BPS' relatively higher performing student subgroups (White and Asian students) will also improve in their performance at a rate of at least 1 percentage point per year. With this in mind, a 3-point reduction in the achievement gap between SY 2017-18 and SY 2018-19 actually translates to an improvement in overall performance of 4+ percentage points on a few of KPIs. Targets for the Kindergarten, 3rd grade, 5th, grade, 8th grade, 10th grade, and Post-secondary KPIs have all been set to strategically close the achievement and opportunity gap at those key junctures by 3 points per year.



BPS PERFORMANCE METER

AUGUST, 2016

BPS KEY PERFORMANCE INDICATORS (KPI)		HISTORIC DATA				ANNUAL TARGETS	
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1.	Achievement and Opportunity Gap in English Language Arts / Literacy	17	17	17	TBD	14	11
2.	Achievement and Opportunity Gap in Mathematics	23	23	22	TBD	19	16
3.	Kindergartners meeting early literacy benchmarks	66	71	69	66	69	72
4.	Third graders reading at proficiency/meeting expectations	71	71	71	TBD	74	77
5.	Fifth graders proficient in Science	57	57	55	TBD	58	62
6.	Eighth graders proficient/meeting expectations in Math	64	64	67	TBD	70	73
7.	10 th graders “On-Track” for Graduation	55	54	59	TBD	61	64
8.	Students graduating high school college- and career-ready	Measure under development in SY 2016-17					
9.	Post-secondary completion rates (Bachelors degrees, Associates degrees, or industry-recognized certificates)	-	-	18	TBD	20	23
10.	Students have access to effective and diverse teachers	Measure under development in SY 2016-17					
11.	Families and community organizations are actively engaged as partners to increase equity, access, and results for all students	Measure under development in SY 2016-17					
12.	Resources are equitably and strategically invested in schools	Measure under development in SY 2016-17					
13.	Central Office is meeting customer service standards and goals	Measure under development in SY 2016-17					
14.	BPS is meeting milestones on Strategic Implementation Plan in timely manner	-				TBD	TBD

NOTE – A number of supporting metrics will be used to monitor BPS’ progress toward the targets set on each KPI above. While these supporting metrics may change over time, they will be listed publicly on the BPS Performance Management web portal.

KEY PERFORMANCE INDICATOR

DEFINITION / METHODOLOGY

1.	Achievement and Opportunity Gap in English Language Arts/ Literacy	This KPI is measured by calculating the difference between the average Composite Performance Index (CPI) in English Language Arts (ELA)/Literacy for African-American/Black and Hispanic/Latino students relative to White and Asian students across all grade levels taking end of year state ELA/Literacy assessments. Targets have been set to reduce the achievement and opportunity gap in BPS by 3 CPI points per year.
2.	Achievement and Opportunity Gap in Mathematics	This KPI is measured by calculating the difference between the average Composite Performance Index (CPI) in Mathematics for African-American/Black and Hispanic/Latino students relative to White and Asian students across all grade levels taking end of year state ELA/Literacy assessments. Targets have been set to reduce the achievement and opportunity gap in BPS by 3 CPI points per year.
3.	Kindergartners meeting early literacy benchmarks	This KPI is measured by calculating the percentage of Kindergarten students meeting end of year (EOY) benchmark expectations on DIBELS (Dynamic Indicators of Benchmark Early Literacy). Targets have been set to reduce the gap in the percentage of African-American/Black and Hispanic/Latino Kindergarten students meeting benchmark standards in early literacy and that of White and Asian Kindergartners by 3 percentage points per year.
4.	Third graders reading at proficiency/meeting expectations	This KPI is measured by calculating the average Composite Performance Index (CPI) for 3 rd graders in English Language Arts (ELA) / Literacy across all 3 rd grade students taking the end of year state ELA/Literacy assessments across the district. Targets have been set to reduce the gap in the average ELA/Literacy CPI for African-American/Black and Hispanic/Latino 3 rd grade students relative to White and Asian 3 rd grade students by 3 CPI points per year.
5.	Fifth graders proficient in Science	This KPI is measured by calculating the average Composite Performance Index (CPI) for 5 th grade students in Science across all students taking the end of year state Science assessments across the district. Targets have been set to reduce the gap in the average Science CPI for African-American/Black and Hispanic/Latino 5 th grade students relative to White and Asian 5 th grade students by 3 CPI points per year.
6.	Eighth graders proficient/meeting expectations in Math	This KPI is measured by calculating the average Composite Performance Index (CPI) for 8 th grade students in Mathematics across all students taking the end of year state Mathematics assessments across the district. Targets have been set to reduce the gap in the average Mathematics CPI for African-American/Black and Hispanic/Latino 8 th grade students relative to White and Asian 8 th grade students by 3 CPI points per year.
7.	10th graders “On-Track” for Graduation	This KPI is measured by calculating the percentage of first-time 10 th graders meeting Competency Determination (CD) Requirements for high school graduation in BPS. Targets have been set to reduce the gap in the percentage of African-American/Black and Hispanic/Latino first-time 10 th graders meeting all CD requirements relative to that of first-time White and Asian 10 th graders by 3 percentage points.
8.	Students graduating high school college- and career-ready	Measure under development in SY 2016-17
9.	Post-secondary completion rates	This KPI is measured by calculating the percentage of BPS graduates who complete a post-secondary degree (Bachelors, Associates, or industry-recognized certificates) within 6 years of high school graduation. Targets have been set to reduce the gap in the percentage of African-American/Black and Hispanic/Latino graduates who complete post-secondary degrees within 6 years relative to White and Asian BPS graduates by 3 percentage points per year.
10.	Students have access to effective and diverse teachers	Measure under development in SY 2016-17
11.	Families and community organizations are actively engaged as partners to increase equity, access, and results for all students	Measure under development in SY 2016-17
12.	Resources are equitably and strategically invested in schools	Measure under development in SY 2016-17
13.	Central Office is meeting customer service standards and goals	Measure under development in SY 2016-17
14.	BPS is meeting milestones on Strategic Implementation Plan in timely manner	This KPI will be measured by calculating the percentage of BPS Strategic Implementation Plan milestone activities completed according to the timelines articulated at the time of the plan's adoption.





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